CLP3144 Abnormal Psychology  
University of Florida  
Spring 2018

Course Details: Section 2C14, meets Tuesdays, Periods 8-10 (3:00-6:00 p.m.), in NPB 1002

Instructor:  
Jessica England, M.S.  
Email: jwengland@ufl.edu  
Office: Psychology Building, room 005C  
Office Hours: 1:00-3:00 p.m. Mon. (or by appointment)

Teaching Assistants (you can use ANY of the listed office hours):  
Last name A to I: Wafaa Ateyah: wateyah@ufl.edu, Office Hours: Tues. 12-2:00 p.m.  
Last name J to R: Yixsi Horta: yhorta@ufl.edu, Office Hours: Mon. & Wed. 11-12:00 p.m.  
Last name S to Z: Julia Goetz: jgoetz16@ufl.edu, Office Hours: Thurs. 1:55-3:50 p.m.

Required Materials:  
2. One (just one!) of these ten trade books:  

These trade books are affordable on online booksellers and most are available for free through the Alachua County Public Library. Some may also be available through the UF library or the interlibrary loan service.
**Course Information**

**Course Overview**

The general purpose of this course is to increase your understanding of historical foundations, theories, research, assessment, and treatment of psychopathology. This course will include basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5) used to classify a wide range of specific psychotic, cognitive, behavioral, emotional, and developmental disorders, as well as current research and treatment approaches. Students are also expected to understand the cultural and societal contexts of psychopathology and to develop a critical lens in exploring the impact of such contexts.

Due to the content of this course you may experience curiosity or discomfort. If you encounter personal issues you would like to explore further, I recommend speaking with a counselor at the UF Counseling & Wellness Center (http://www.counseling.ufl.edu/cwc/, 352-392-1575), or Alachua County Crisis Center (http://www.alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx, 352-264-6789). Crisis intervention is always available 24/7 from The Alachua County Crisis Center: (352) 264-6789.

**Course and Email Communication**

All students are required to check their UF email and visit Canvas daily, as these are used to communicate important course information. Before contacting anyone through email, please check to see if the answer to your question has been posted to Canvas or is in any course material, such as the syllabus. Include the course number in the subject line of your emails, as emails sent without this may be treated as junk mail by our spam filters. Any emails will be responded to within 72 hours of receipt. Please be advised that questions sent less than three days before an assignment is due may not receive a response until after the deadline has passed.

**Attendance and Class Participation**

Please arrive on time, having read the assigned readings listed in this syllabus. Students who do well in this class typically attend class and discussions, and attendance is expected on all class days. Attendance means arriving to class on time (or early), being “present” in class, and engaging in class discussions, demonstrations, and other exercises as directed. If you know that you will miss class, arrive late, or need to leave early, let your instructor and TA know in advance. If you need to miss class, you are responsible for learning what is covered. Please be prepared to provide documentation when appropriate. All material covered in class is examinable. All material covered in the reading is also examinable, regardless of whether it has been discussed in class. Lecture slides will be posted online following class; these slides will include outlines of lecture content and will not cover all class material.

In order to create the most effective classroom experience, each student is responsible for active class participation, including contributing to discussions, asking questions, and responding to ideas presented in class. You will need to have read the assigned readings before class to effectively contribute in class. In order to engage in deeper level processing of the material, having a basic foundation of the knowledge is necessary prior to entering class. As you participate, you will not be expected to always have the “right” answer. Some material will be difficult and involve a certain degree of confusion, uncertainty, and/or misinterpretations. Additionally, in many instances, there will be no “right” or “wrong” answers. Don’t be afraid to be wrong; take the risk by speaking up!
Confidentiality and Self-Care

**Confidentiality is a necessity.** Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience, and we all must respect students’ rights to privacy. Being actively involved in class discussions and small groups entails some level of personal self-disclosure. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration will have his or her confidentiality respected. Please do not tape record any lectures, discussions, or demonstrations. Tape recording parts of class sessions could pose problems with respect to confidentiality and privacy. However, please note that this course is not intended to serve as personal therapy, and as such, you are advised against sharing deeply personal information in the larger or smaller class discussions. All students, particularly those who wish to continue on in graduate study in counseling or other human services related occupations, are encouraged to pursue their own therapy through the Counseling & Wellness Center, Crisis Center, or at an outside agency or practice.

Readings and Lecture

An important skill for graduate school and your future careers is to be able to integrate and synthesize information. Class time is intended to give you time to integrate, discuss, think critically about, and apply information presented in the textbook, other readings, assignments, and lectures. You are responsible for knowing all material in each reading even if it is not covered in class. You are responsible for learning all the material that you miss if you are late to or absent from class. It is your responsibility to talk with your classmates, TAs, or instructor if you feel confused or uncertain about any material covered in the readings or during lecture. We are here to help you. **If you are having problems in the course, do not wait to talk with me; come early in the semester while there is still time to improve.** If you are not having difficulties, you are also welcome to come speak with me, even if it is just about material in which you are interested and would like to learn more! If you cannot make office hours, I will try to make an appointment for another time. To make an appointment, send me an email.

Course Codes

**These are very important.** Course codes are three-digit numbers that are assigned to you. These course codes allow for anonymous and fair grading on assignments. It is imperative that you include your course code rather than your name on assignments. Any assignment turned in without a course code will receive a zero. Any assignment turned in including your name will receive a zero. These rules do not apply to exams. Because your exams will be multiple-choice using scantrons, you are required to include your name.

Grading

**Exams:** There will be three non-cumulative, multiple-choice exams during class time. Exams will require the comprehension, application, and integration of course materials. There are no special exams, optional papers, or catch-up projects to compensate for poor exam performance. All exams are closed book and closed notes, and you will need a #2 pencil for the bubble sheet. Exams will be based on lecture, readings, and discussion material. Please be on time for exams. Policy states that after the first
person has completed and turned in their exam, you will not be able to start the exam. Please see the syllabus schedule below for exam dates.

• **Make-up Exams:** Make-up exams will only be administered for official University approved absences, which include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holidays, and official University activities, and proper documentation will be required ([https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences)). A student health receipt is not sufficient documentation. Without documentation, missed exams will receive a score of zero. For unexcused absences, there will be no make-ups or extensions without penalty. In the event of a medical or personal emergency that forces you to miss an exam, you will be given an opportunity to make up the missed exam. If you experience an emergency, you are expected to contact me **as soon as possible** to schedule a make-up (and provide documentation). In all instances of tests taken before or after their scheduled administration, instructors maintain the right to substitute tests different from those administered to the rest of the class at the same level of difficulty as the missed exam. In all cases, decisions about whether and when to allow a student to make up a test or assignment are left to the discretion of the professor. Make-up exams must take place within one week of the original exam unless there are extenuating circumstances. It is your responsibility as the student to work in conjunction with the instructor to determine a time/location of the make-up.

• **Religious Observances:** Please compare your calendars to the schedule. Any student having a conflict in the exam schedule or feeling that missing a class due to religious observance will disadvantage them should contact me **as soon as possible** so that we can make any necessary arrangements.

**Homework Assignments:** There are three homework assignments. Each should use 12-point font, be double-spaced, use 1-inch margins, and adhere to APA style. The point of the assignment is for the student to synthesize new information regarding the assignment. No points will be awarded to a student who simply restates what is presented in the link, activity, or reading. Each homework must include an analysis of how the supplemental materials connect with what you read in the Nolen-Hoeksema textbook chapter. Your discussions may take any form you like (e.g., a question, confusion, elaboration, disagreement), however, please support your writing with specific information from the course materials. Every assignment must be completed independently. You must have your course code **on the assignment and in the file name**. You will receive a 0 if your course code is not on the assignment or if your name is on the assignment. Assignments must be turned in on the due date indicated in the syllabus.

1. **Podcast Paper:** Listen to the podcast “The Problem with the Solution” (July 1st, 2016), which can be accessed from this link: [https://www.npr.org/programs/invisibilia/483855073/the-problem-with-the-solution](https://www.npr.org/programs/invisibilia/483855073/the-problem-with-the-solution). It’s just under an hour long, so plan accordingly. After listening to the podcast, you’ll write a minimum of **two pages** double-spaced addressing these points:
   a. What did you think about the approach to mental illness discussed in the podcast?
   b. In your opinion, what are some pros and cons regarding the approach to mental illness discussed in the podcast?
   c. Would you serve as a host as described in the podcast? Why or why not?
   d. What did you like and dislike about the podcast as a whole?

2. **Personality Paper:** You will complete an online version of the Personality Diagnostic Questionnaire ([http://www.pdq4.com/homeusetest2.html](http://www.pdq4.com/homeusetest2.html)) and then reflect on the results. It hasn’t been updated for the DSM-V yet, but there are many peer-reviewed articles supporting its continued use. It’s not bad, as “self-report” measures go, and I hope it gives you a sense of what
it means when you read research on Personality Disorders (i.e., that we’re often talking about with people’s scores on surveys like this). But, don't really read *too* deeply into the results! This is a relatively contentious area of mental illness taxonomy. I thought you might like to see some of the stuff clinicians actually use in their day-to-day practice when they encounter personality disorders. Read through the DBT Workbook attachment on Canvas to see a few of the worksheets that folks often use when they conduct dialectical behavior therapy for borderline personality disorder. Something like this is usually recommended as a supplement to talk therapy (wherein the therapist and client can flesh out the specifics). Please include discussion of your results and the DBT Workbook in your paper. This assignment is to be a minimum of two pages, double-spaced, using 12-point font, and 1-inch page margins.

3. **Diagnosis Paper:** You are to find a fictional character from a movie, book, or TV show that meets criteria for one or more psychological disorders in the DSM V. Using this character, write a minimum of three pages, double-spaced, using 12-point font, and 1-inch page margins (excluding references) that discusses the following information:
   a. A brief biography of the character.
   b. A current picture of what is going on in the character's life.
   c. The symptoms the character is exhibiting.
   d. A summary of the DSM V diagnosis(es) that have specified criteria met from these symptoms.
   e. Prognosis and treatment recommendations using APA style references (http://www.apastyle.org/).

**Book Club Paper:** The ten trade books listed at the beginning of the syllabus all cover psychopathology-related topics. Some present cutting-edge, controversial ideas. Others are critically-acclaimed personal memoirs, designed to pull readers into the *bona fide* phenomenological experience of someone living with a “mental disorder.” I ask that you pick one (just one!) of ten books listed at the beginning of the syllabus to read as we move through the semester. It’s up to you to read your trade book at your own pace during the course of the semester. You can get started on this right away if you choose. When you’re done, you will be asked to write a paper that incorporates relevant ideas and concepts from the course. Did something the author said make you think of something we talked about in class? Or perhaps something you learned in another psychology course? Didn’t understand something? Disagree with the author? Found yourself surprised and rethinking some aspect of your life? The purpose of this paper is to (1) make sure you read the book and (2) to integrate broader concepts from the course. This paper is to be two to three pages, double-spaced, using 12-point font, and 1-inch page margins. Please see the grading rubric for more details.

**Late Work**

Late assignments will be deducted 10% immediately and an additional 10% for each 24-hour period after it was due. For example, if an assignment is due by 10:59 a.m. and you turn it in at 11:00 a.m., it is late. Computer problems under any circumstances will not excuse a late assignment. This policy does not apply to exams, which will ONLY be administered late for University approved absences (see policy above). I will not accept late work or provide make-up exams unless in the case of medical emergency, personal emergency, or otherwise excused absence. Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty,
religious holy days, and official University activities. In order to maintain fairness in grading, you may be asked to provide documentation that will enable me to understand the reason for your absence.

**Policy for Disputing a Grade**

You will have **one week including weekends and holidays** after any course material grade has been posted to dispute your grade. (The exception is the last exam, as there will not be enough time to review disputes and submit grades.) Disputes will NOT be accepted after that date. If you want to dispute a grade, you must write a paragraph explaining the dispute. You will need to write out the question or issue and a paragraph explaining why your answer is correct with references to the material for each question or assignment you are disputing. Then, send a private email with this information to the professor’s email address.

### Examinable Material

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3)</td>
<td>150</td>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>Homework Assignments (3)</td>
<td>60</td>
<td>A-</td>
<td>90-91.99</td>
</tr>
<tr>
<td>Book Club Paper</td>
<td>20</td>
<td>B+</td>
<td>88-89.99</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>230</strong></td>
<td>B</td>
<td>82-87.99</td>
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</table>

**Final grades will not be rounded. You must fall at or above the minimum number of points in a range to earn a specific letter grade. Everyone in the class can get an A, and I hope you do!**

A grade of “I” (incomplete) is assigned only for work which has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students for whom special circumstances may warrant an “I” must discuss this matter with the instructor before the last day of class.

### Students with Special Needs

If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565. If you have a documented disability you must contact me by the first week of class.
Honor Code

I will not give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an **E (Fail)** in this class. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

**Preamble:** In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

**Honor Pledge:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It should be clear that academic dishonesty, such as cheating, is NOT tolerated at the University of Florida. Cheating is defined in the University Handbook, and it is the student’s responsibility to be familiar with its many forms (including plagiarism). If there is a suspected academic honesty violation, the Student Honor Code Procedures will be followed.

**Online Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).

**IMPORTANT NOTE**

The contents of this syllabus may be changed over the semester. If changes are made to this syllabus, they will be announced in class and on Canvas. It is your responsibility to come to class and to check for any announcements regarding changes online.
## Tentative Course Schedule

This schedule is subject to change. You are responsible for any modifications announced in class or on Canvas. Readings are due on the day they are listed. Other required readings are posted on Canvas. **Assignments are due on the day listed before class begins (by 3:00 p.m.).**

<table>
<thead>
<tr>
<th>DAY</th>
<th>TOPIC</th>
<th>READING DUE</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>Syllabus Overview &amp; Looking at Abnormality</td>
<td>Ch. 1</td>
<td></td>
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<tr>
<td>1/16</td>
<td>Ethics &amp; Multiculturalism</td>
<td>APA Ethics Code</td>
<td></td>
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<tr>
<td>1/23</td>
<td>Theories, Treatment, Assessment, and Diagnosis of Abnormality</td>
<td>Chs. 2 &amp; 3</td>
<td></td>
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<tr>
<td>1/30</td>
<td>Trauma, Anxiety, Obsessive-Compulsive, and Related Disorders</td>
<td>Ch. 5</td>
<td>1/3 of book read</td>
</tr>
<tr>
<td>2/6</td>
<td>Somatic Symptom and Dissociative Disorders</td>
<td>Ch. 6</td>
<td>Podcast paper</td>
</tr>
<tr>
<td>2/13</td>
<td>Exam 1</td>
<td></td>
<td></td>
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<tr>
<td>2/20</td>
<td>Mood Disorders and Suicide</td>
<td>Ch. 7</td>
<td></td>
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<tr>
<td>2/27</td>
<td>Schizophrenia Spectrum and Other Psychotic Disorders</td>
<td>Ch. 8</td>
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<tr>
<td>3/6</td>
<td>NO CLASS: Enjoy the break!</td>
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<tr>
<td>3/13</td>
<td>Personality Disorders</td>
<td>Ch. 9</td>
<td>Personality Paper</td>
</tr>
<tr>
<td>3/20</td>
<td>Neurodevelopmental and Neurocognitive Disorders</td>
<td>Ch. 10</td>
<td>2/3 of book read</td>
</tr>
<tr>
<td>3/27</td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>4/3</td>
<td>Disruptive, Impulse Control, and Conduct Disorders &amp; Sexual Disorders</td>
<td>Chs. 11 &amp; 13</td>
<td>Diagnosis Paper</td>
</tr>
<tr>
<td>4/10</td>
<td>Substance Use and Gambling Disorders</td>
<td>Ch. 14</td>
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<tr>
<td>4/17</td>
<td>Eating Disorders</td>
<td></td>
<td>Book Club Paper</td>
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<tr>
<td></td>
<td>Final Wrap-up/Review</td>
<td>Ch. 12</td>
<td>Happy Studying 😊</td>
</tr>
<tr>
<td>4/24</td>
<td>EXAM 3 (in class)</td>
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## General Education Student Learning Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Institutional Definition</th>
<th>Institutional SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.</td>
<td>Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Communication is the development and expression of ideas in written and oral forms.</td>
<td>Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.</td>
</tr>
<tr>
<td>CRITICAL THINKING</td>
<td>Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.</td>
<td>Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. This will be accomplished by exams and written assignments.</td>
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</table>

This course is designed to meet the above Student Learning Outcomes. Content, communication, and critical thinking are the primary focus of lecture, discussion, and assignments, and learning in these domains is assessed through exams and assignments.